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ABSTRACT

Career education concepts and educational reform are reviewed and discussed as they evolved over a 6-year period (1971-76). Focus is on collaboration between business, labor, industry, government, education, and the public in dealing with the way society isolates work from learning and labor from the liberal arts. Each of these six sectors are separately addressed. Ten suggestions or "imperatives" are presented for the continued reform of education through career education. (TA)

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CAREER EDUCATION UPDATE

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PRESIDENT

COLLEGE ENTRANCE EXAMINATION BOARD

AN ADDRESS DELIVERED AT THE COMMISSIONER'S NATIONAL CONFERENCE ON CAREER EDUCATION

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NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION

CE

"CAREER EDUCATION UPDATE"

by
Dr. Sidney P. Marland, Jr.

It has been noted that a certain six year nostalgia hangs over Houston as this great meeting comes to order. My name has been invoked - I suggest over-sentimentally - in the Mac-Arthurian model to which I do not presume. Sorry, I do not have a corn-cob pipe - and my pants are dry - so far. I should be able to work up a couple of one liners about a "bad penny"...or perhaps "a prodigal son"...or perhaps "we've come a long way, baby."

But we have work to do, and I shall set about my part of it. Let me say, however, that I do feel a great sense of joy - not to mention awe - in looking upon this assembly and contemplating the extraordinary power that is now gathered in this room. It is gathered around a single idea that has brought us together in common purpose. That idea is career education. It is not a new idea. It was not a new idea in 1971. It has been an underlying concept of civilized people's self-development since the beginning, that is, growing up to work. But somehow, over the generations education had come to mean schooling - and learning had come to mean something that happens only in schools and colleges - and that growing up to work was something that happened outside schools and colleges, and never the twain should meet. Career education's message was and remains, a sincere call for reform, that says the two are rightly inseparable, that work is not mean or repulsive, and that education has a very essential part to play, at all grades, and for all ages, in helping people ready themselves for work - intellectually, socially, economically, emotionally, yes, spiritually. The reform applies to the schools and colleges, but it also asks for reform in those other places that contribute so much to the education of our people outside the classrooms. It asks for new commitments from business, labor and industry, from governments at federal, state and local levels. It asks for a larger order of humaneness from the American people altogether as they attempt to enlighten the lives of others, especially the young, through better education...not only that which happens in schools and colleges.

It is my intent during these minutes I have with you to speak to the several parts of this assembly, consciously drawn together -- to speak to those same forces I have mentioned - Business - Labor - Industry - Government - the people at large - and of course the professional educators. Some of you here, by the fact of your presence, are well-informed and sophisticated in the emerging meaning of the career education concept. Some of you are learning the meaning for the first time - and undoubtedly having reservations about anything that calls dangerously for "reform". And many of you, I am sure, are in between the experts and the innocents. I will try to spread my remarks accordingly.

But let us talk first about work itself as a proper component of education. Work has been related to education, by official definition from the United States Commissioner of Education and by the esteemed chief governmental officer in career education, Dr. Kenneth B. Hoyt, whose imaginativeness and intellectual leadership have been heavily invested in this conference. That statement reads as follows: "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living." You will note the phrase "totality of experiences". That does not mean the experiences that happen from 9 to 3 in classrooms alone, or indeed solely in the laboratories and libraries of our universities. But I make bold to say that the primary responsibility for orchestrating what Hoyt calls "the totality of experiences" resides in the formal education structure. Somebody has to be in charge of education, and I do not think it ought to be industry or labor or business or the "feds" or City Hall. It is a function of teachers and professors, school administrators and trustees, and state education departments. If there is to be a larger place for those other parts of our society - and I hold there must be - the initiative for bringing them together rests with the educators. (I will come back to that challenge.)

One of the first goals of the career education philosophy is to make the idea of work understandable - even by the very young in our elementary schools. As Oscar Wilde once quipped, "Work is the curse of the drinking class!" Not so. Work is something that all of us do - whether for profit, for psychic fulfillment

for leisure fun, or through compassion and care for others. But work we do - or we are vegetables. All kinds of work are to be honored - from the honest and necessary minstrations of the cobbler and the window cleaner to the awesome skills of the computer analyst and the surgeon. Work, career education teaches, is good, necessary and joyful... and people - young people especially - ought to know much more about it in its thousands of different modes, and know much more about themselves, their aptitudes and their competencies of work. Elliot Richardson, of numerous distinctions and cabinet posts, recently told a meeting of industrial leaders assembled by the Department of Commerce, in pleading for their engagement in career education: "There is no satisfaction in life that equals that of work well done. Of all the things that satisfy human cravings work is the largest. You cannot eat eight hours a day - you cannot love eight hours a day - you cannot fish eight hours a day - not every day unless that is your livelihood. Work is a satisfaction that no one else can give you - and no one can take away." A recent penetrating (and saddening) analysis of the current economic woes of Great Britain, made recently by the New York Times contained, I believe, some important insights into work, labor, and society. Class distinctions, based in part on occupation and career, permeate the faltering economy in England. Many of the brightest young men and women go to Oxford or Cambridge and from there into teaching, the foreign office, science, and finance. But rarely into corporations, manufacturing, services or sales. "Trade isn't something a gentleman does," one writer notes. "It's a matter of dirty class and the clean class," says a professor. "This is the oldest class division the world has known." I would be the last in the world to oversimplify a complex situation like the one on Britain, but I would suggest that the nub of our problem is that for whatever reasons, we in this country have stratified and separated work, and seek to isolate work from learning, labor from the liberal arts. Schools and colleges, with the collaboration - not merely the cooperation - of business, labor, industry and government are now, here at this place, dealing with that proposition. It is changing education in America.

Business

Let us look at business first. There are at least three good reasons under the self-interest category that make sense for business to be a major collaborator in the career education enterprise:

(1) You help develop better manpower for your own operational needs.
(2) You create an improved environment for your own work force and facilities by reducing unemployment - welfare and their related social evils.
(3) You improve the purchasing power of the consumer to buy your goods and services.

These are fairly straightforward, honest and respectable reasons for joining in this education effort. But there is another reason that does not relate solely to business' botton line, and it is the best reason of all - there is a new sense of selfless social concern on the part of business to make a better and fuller life for all people. Enlightened leaders in business and industry have begun to take an active part in the education of our people, not merely as taxpayers, but as working companions to teachers and professors. This kind of teamwork is becoming more commonplace and this attitude has been lucidly and powerfully expressed by the U.S. Chamber of Commerce in its 1975 publication entitled Career Education: What It is and Why We Need It.

Irving Shapiro, chairman and executive officer of Dupont, stated recently, "While we as a nation are concerned about the continuing high level of unemployment, we are more concerned when we realize that half of the unemployed are under age 20. These young people do not know about jobs, and do not have the skills for jobs. The solution in finding more jobs must come from the private sector, not government. It is bad enough that the government already employs one out of every six workers." Mr. Shapiro was pleading for a larger commitment from business to confront this enormous chasm in our present state of affairs. That chasm cannot contain much longer the flood of social unrest and human frustration that derives from 20% youth unemployment, double that for minorities. I believe that business - large business - is ready to join hands with educators in creating an educational environment that will provide real work experience as a part of the educational system, that will ameliorate the disjuncture between manpower needs and developed people. I am among those who maintain that work experience is a legitimate part of the curriculum for every high school student; that such experience should be viewed as a laboratory course of equal value with chemistry, biology or physical education; that we should shake off the chains and rituals of a 6 hour school day - or a five day week, or a 180 day year in viewing the work-laboratory curriculum. As a legitimate part of the curriculum, the learner would not be paid - the business enterprise should be reimbursed for it modest out-of-pocket costs by the schools to make clear that a variety of legitimate experiences are assured and that the business does not have to justify getting "its money's worth" from an entry level employee on the payroll doing repetitive tasks.

This does not foreclose the appropriateness of cooperative work programs for pay, for work-study arrangements, or for paid apprenticeship training. These and other opportunities for earning while learning would follow the work laboratory requirement which could be fulfilled during any of the high school years. How does this relationship between the schools and the work place take form? There can be a multitude of forms, deriving from the initiative and creativity of the parties. One example: Three or four years ago the Security Pacific Bank in San Francisco went to the Superintendent of Schools and asked "What can we do to help?" The Superintendent replied, "Can you provide 12 places for unpaid real-work experience in your bank for high school students interested in careers in banking?" Today there are 400 California students in Security Pacific Banks across the state. They first spend a 30-hour span in exploring numerous banking functions, under supervision. They then are offered the option of a 90-hour span on one or two specific jobs, again without pay, in what I have called the work laboratory. The schools award five academic credits for this laboratory learning. The bank is happy, finding that many students choose careers in banking, either immediately, or go on to college with banking as a goal. The schools are happy. The students are happy. This model, in one form or another, is being carried out in a number of businesses. I propose that every business, large and small, can find high satisfaction, good public relations, and excellent cost benefits from such a program for every student passing through our secondary schools - public and private - for whatever period of days or hours that the parties determine.

The academic work of the student, in the presence of sensitive teachers is made compatible with the banking experience in history, mathematics, English composition, science.

Labor

Following the sequence, after Business, let us look for a moment at organized labor, in its relationship to career education. The picture is less clear. There are those who say organized labor is opposed to career education. Not so, in my judgment. Organized labor, over the centuries, and I include the esteemed guilds of 15th Century England, as historic forebears to our American labor system, were practicing career education long before the Smith Hughes Act of 1917, for which American labor was a prime mover. Since its beginning, the labor movement in America has been a champion of education for all - long before that idea was fashionable.

But if labor appears, in the eyes of some, to resist career education, there is good reason. The conventional alliance between business and education, which I have cited, has tended to by-pass labor. Labor in America chooses not to be by-passed. Labor is also very sophisticated in the realities of the statistics of unemployment. When Mr. Shapiro of Dupont rightly and responsibly deplores the statistics reflecting unemployment of the young, labor, quite appropriately can say, yes - that is a problem - but we are concerned about unemployment among the old - and the not so old - the rank and file who are the labor movement. Any educational reform, any change in our system that threatens them is wrong. Students must not be exploited at low pay to displace mature workers - even in the name of career education.

I do not see displacement of workers by learners. I do see the historic role of labor rallying again to education, including the career education concept so long as labor is a part of the design, and not a victim of the co-opting process after the design is formulated.

In Bridgeport, Connecticut, last year, at the initiative of Bridgeport's Central Labor Council, an extraordinary alliance was fashioned with the Bridgeport Chamber of Commerce to institute the Vocational Exploration Program - VEP as it is called - clearly a career education concept. This was labor's initiative, as a reponsible social act. Charles Bradford, Executive Director of the National AFL-CIO Human Resources Development Institute in Washington reports - "organized labor is giving full support to this concept. But we recognize some problems. Management does not fully understand career education nor does it fully understand labor's place in it. If you want labor's support at the local level, bring labor in at the very start, through the Central Labor Council or the local plant bargaining unit. We of AFL-CIO have 18 cities now in the Vocational Exploration Program following the Bridgeport model."

Since the days of the ancient craft guilds, labor has been concerned about education. There is no reason to doubt its concern now, and for the very same reasons that concern business: a sustaining body of developed labor manpower; a good living environment for the members; a growing market for the goods and services which labor produces.

Back in 1971 we asked labor's judgment on the career education idea. We did follow the rule of engaging labor's participation at the start. At that time we were encouraged by such thoughtful labor personalities as Walter Davis of AFL-CIO, and Gus Tyler, assistant president of the Ladies Garment Workers Union. Mr. Tyler, writing in 1973 stated, "the turn to career education is a positive act, a move to restore balance It recognizes that ... life still is real and earnest, that physical sweat is no stigma, that there's work - much hard work - to be done, and that an educational system must recognize this overriding and eternal imperative."

"(Career education",) writes Tyler, "can be a way to bring American education back to its senses and to prove to a nation that has grown skeptical about the value of schooling that education still is a sine qua non for an enriched life in a free society." Subsequent reinforcement came from Mr. Nelson Jack Edwards, vice president of the United Auto Workers, and from the extraordinary example set by union leaders in the General Motors Policy statement of a year ago.

Yes, labor has been in the profession of developing the young for work for a long time. The apprenticeship system not only taught woolcarders, and chimney sweeps, and barrel makers to partice their trade. They taught the young the responsibilities and joys, the satisfactions and dignity of work well done. And they taught the essential academic skills of communicating and calculating to accompany the craft.

If there is reluctance on the part of organized labor in some quarters to join in this reform - which not only calls for reform of business and industry and education, but reform of labor itself - it is very probable that labor has not been sought out on an equal footing from the start to share in finding the solutions.

Industry

It always gives me a little problem to separate business from industry, and labor from industry. In a simplistic way, I see industry as often having a larger sphere of community or national influence, and I see it as different from business only in its role as a producer of goods and services in companionship with labor. Oversimple as that may be, I used the California bank as an example of business. Let me use General Motors or the Bell System as an example of industry as we look for reality in the career education complex.

Last year General Motors, after thorough deliberation and negotiation with its unions adopted a corporate nationwide policy, starting with the earnest commitment of the Chairman of the Board, Mr. Thomas A. Murphy.

Under the title, General Motors and Career Education, Mr. Murphy's policy statement declares, "General Motor's support of quality education includes the concept of career education in America's schools and colleges by direct action." The policy then goes on to specify what that means operationally and to fix the responsibility for the implementation of the policy on every appropriate line officer, including plant manager, throughout the country. This was not an act of public relations rhetoric. It was an industry-wide policy thoughtfully designed and studiously weighed with union leaders before adoption.

Started in Warren, Ohio as an experiment, the program now moved to 101 of the 110 General Motors plants and installations where career education coordinators on the company payroll are now in place to work with schools, labor, and the community in pursuit of the career education goals. In 40 of the plants, in-plant experience is being provided for students as well as teachers and counselors. And the program has been in effect for only a year.

Many other illustrations from industry, not the least of which is the Bell System, can be pointed out - Western Electric, General Electric, Chrysler, Chance Vought, many corporations in the insurance industry such as New York Life and Equitable.

They will, I know, be on our program here in Houston for more thorough description.

Any single one of these topics - business, labor, industry, government, citizens at large, and school people - could command the time I have and more. Hence I must touch only the highlights in this overhasty review, neglecting many features that you will hear more about at this conference.

Government

The recent history of Federal legislation on career education is strong and shows signs of becoming stronger through the authorities of the Office of Education for general funding and the National Institute of Education for continued creative activities in research and development of the work/education theme. In 1972, Congress passed a law, authored by Congressman Quie of Minnesota. The law, the Education Amendments of 1972, included Title X of Part B entitled, Occupational Education Programs which while never funded, addresses and supports virtually all of the theory, philosophy and implementing measures of career education. This was the start.

By 1974, nine states had passed specific laws prescribing career education; others had encouraged the concept through the budget process. Other states are now weighing such legislation. Twenty-eight states have established full-time career education staffs. Forty-two have adopted affirmative policy statements on career education.

Back in Congress in 1974, the Education Amendments for the first time directly established career education with a modest first stage authorization of 10 million dollars for experimentation and demonstration. This 1974 law established the Office of Career Education in USOE, and created a National Advisory Council for Career Education with specific charges to keep Congress informed of progress.

A few weeks ago, the conference committee of the House and Senate, before adjourning, passed further legislation, reaffirming career education, extending its scope beyond elementary and secondary education to include schools and colleges, and doubling the authorizations for funding -- still in the experimental-demonstration mode. The President signed this bill, the Education Amendments of 1976 just a few days before Congress adjourned.

And now, when Congress returns from its electoral adventures, there will be the very substantial Perkins Bill, probably to be entitled the Career Education Act of 1977. Congressman Carl Perkins has stated that he expects to hold hearings very promptly, and seek early passage of this legislation. In introducing the Bill last December, Congressman Perkins declared:

> The prime reason I introduced that bill is to encourage greater Federal assistance for States and local school districts in implementing career education programs.
>
> My second reason in introducing the bill is to help clarify the distinction between career education and vocational education. If the concept of career education has any validity - and I believe it does - it ought to be adopted as part of the regular curriculum by school districts...

State and Federal legislation and the support of Congress and state legislatures are good, but one does not reform education by acts of law. Reform happens in schools and colleges, and in business labor and industry when the people in charge, including the teachers decide it <u>should</u> happen - and not until. Legislation gives encouragement, some financial support, and government authority to stimulate change. But it does not <u>in education</u> produce change. That happens only when the classroom door closes and the teacher and students change. They cannot do it alone, no matter how committed they may be, and I am not speaking of money. Small sums, yes. But career education does not necessarily add on new programs and services and new large costs. It changes what is already there. Fifteen to twenty dollars a student - or one percent of student cost - is a fair

sum for installing career education. Some school systems heavily engaged in career education have found they can do the job for as little as $2.00 per student to meet the new costs of increased counselling services, faculty development, and instructional materials.

Education

What about academic benefits deriving from this reform? Career education relates to all levels of education and infuses occupational relatedness to the curriculum - all curriculums. And there is very strong evidence, now emerging from evaluations that demonstrates the favorable gains in academic achievements by students in career education. Reading scores are higher; mathematics scores are higher. Not only have these beneficial results been measured in inner cities with disadvantaged children, but in the favored suburbs. Prince George's County, Maryland; the schools of Miami, Florida; Lincoln County, West Virginia; the high schools of Philadelphia are examples where measured gains in reading and mathematics have been demonstrated convincingly under the career education concept. I could cite many school systems where the evidence tells us that newly motivated young people learn better, when they relate the curriculum to their personal destiny - feel they have some control over it.

But I say again, the reform of education that brings us here today will not happen unless it starts in the schools. No matter how willing business and labor and industry may be to join hands with teachers, counselors, administrators and boards of education - the schools must take the initiative. Like the superintendent and the bank president in San Francisco, somebody had to say, "How can we help?" or "Can you help us?" And then, once the help is offered, the schools must learn the complex and demanding task of coordinating the enormous new and willing powers of the community - not simply as advisors, taxpayers, and consultants but as full partners in the enterprise. These are the "boundless resources" of Willard Wirtz's vision. This means risk-taking, with shared authority - unfamiliar to the conventional system of education.

But the times call for risktaking if we are to restore the public trust in our schools and colleges, never so dismal as it is today.

Public

So we come full circle to the people at large and the students themselves - students of all ages. They do expect more from education than we are now offering. I know of no way except through career education to respond to this call for something better than we are now offering. I know of no way except through career education to respond to this call for something better than we are now providing. Over the past four years the Gallup Poll has cited the rising expectations on the part of the people for relating work to education.

In 1972, with no prompting or word cues, 40% of the people (larger than any other topic) named preparation for work as the prime object of education. A year later, with options displayed by the poll, over 90% agreed that the schools should "give more emphasis to study of trades, professions, and business to help students decide on their careers." Gallup observed, "Few proposals (in the art of polling) received such overwhelming approval." Today, the recently released results of the 1976 Gallup Poll sustain this expressed demand from our people placing development for work as the biggest priority of the schools in the minds of the people.

Students in college, equally concerned with their future work circumstances, are asking the faculties for more occupational realism. This demand must not yield to the pragmatic and, I hope, transient preoccupations with jobs. For college is much more than job-readying. The high place of the liberal arts, as the custodian of the underlying values and wisdom of a developed people is threatened by this expectation. The colleges must respond with a new harmony, sustaining the high place of the liberal arts in our society and relating these essential learnings usefully to the occupational expectations of the learner. It is not a question of either liberal arts or occupational development; it must be both. That is the essence of career education.

Dr. Theodore DeBary, provost of Columbia University, has cogently described the situation: "A liberal education is viewed as consisting equally of general education and specialized (occupational) training, the two complementing one another from the freshman year of college to even the level of postdoctoral training."

Dr. Glen S. Dumke, chancellor of the California State College system, also urges postsecondary career education in a statement calling for "a foundation of liberal education, and, based upon that, a specialized program enabling the student to fit himself or herself into the economy or society in a practical way." Many other colleges and universities are taking similar policy measures prompted, at least in part, by student expectations.

At whatever level of education, the liberalizing power of the arts and humanities were never so essential to the growth and intellectual development of our people. Vocationalism must not take over.

The brief sketches of career education's impact upon business, labor, industry, educators, the public at large, and primarily students suggest a success story. Viewed in the dimensions of time we have come a long way, but we have much much farther to go. The survey of career education mandated by Congress in 1974 was completed in early 1976 by American Institutes for Research. The report declares, by extrapolation of its large sample, that 60% of the school systems in America are making at least limited efforts toward establishing career education, declaring that the concept is rated as "important" or "absolutely essential." Almost 57% of the school districts are providing faculty development for some faculty members in career education. Twenty percent of the teachers in our schools are engaged in in-service staff development in career education. Yet only 3% of the districts may be described as meeting all of the criteria of the survey, as truly conducting a comprehersive career education program. When one translates these numbers, three precent of some 17,000 districts come to 500 systems with career education now in place and with sixty percent asserting career education is important or essential and taking steps toward its installation, this comes to 10,200 districts out of

17,000. These are impressive numbers for a concept which has moved into place in four or five years, when we consider the immensity, diversity, autonomy and individuality of our system of education and its historically staid traditions. There has probably never in our educational history been such enormous movement toward a central concept of reform over such a brief span of time.

But we have truly only begun. Let me in closing cite some of the items of unfinished business of career education, which I know will be addressed in the many parts of this conference to follow. A study entitled, "Bridging the Gap," published last year by the College Board, where I now work, identified a number of these issues. But I offer these personal judgments as "imperatives" for the continued reform of education:

(1) More systematic teacher education in-service and pre-service, at all levels, especially in infusing the traditional academic curriculum content with occupational realism.

(2) Engagement of the community, together with business, labor, and industry in formulating and implementing new policies and procedures. Educators must learn to give up some of their traditional territorial claims, if there is to be genuine community involvement in providing work-site learning experiences for the young.

(3) Counsellors at high school and college levels, so central to career development, must be freed of their paper shuffling chores to engage deeply in the work of career counselling, and many of them must refresh themselves in business, labor, and industry to equip themselves more fully for the task of helping all young people find their way to make decisions about their futures, not only those going aimlessly to college simply to "go to college." Human aspirations, self understanding and decision-making about life's choices are at the heart of this issue, and these are the domain of counsellors.

(4) We must as a nation greatly improve our methods of manpower needs forecasting so as to avoid the dreadful waste and frustrations deriving from over-supply and under-supply in occupations such as we have experienced in teaching and some of the technologies.

(5) We must move from the experimental-demonstration to the operational-installation mode. The legislation intended for hearings when Congress re-convenes will give this issue momentum and money, and all concerned should ge behind it.

(6) We must stop implying that career education will solve all our social problems such as unemployment, drug abuse, declining test scores, crime, and environmental abuse. Career education does address these deep problems. But it cannot solve them alone. We must also make clear again and again that career education is not vocational education.

(7) We must resolve the hindrances of obsolete laws and agreements that prevent young people from working, that limit the days or hours of school, that place unreasonable burdens of liability on cooperating businesses offering work sites for the students, and that give excessive emphasis to the credentialing of teachers and counsellors, foreclosing the usefulness of talented volunteers.

(8) We must assess the outcomes of career education and document the evidence that, where career education has been systematically installed, the academic growth of young people, including those in college, improves dramatically, with intrinsic motivation deriving from the learner's own reasoned application to the learning task. Most of us have been too busy implementing career education to take the pains to document for others the measurable gains.

(9) We must stop talking about worker alienation and get to the root of the matter through education and the work place, to make work desirable and joyful, to make clear to our society that <u>good</u> work of whatever calling is to be honored - a task for all involved - government, industry, business, labor and education.

(10) Finally, we must, as symbolized here in this great assembly, find the chemistry that will aggregate the enormous power for good that tests among the parts: business, labor, industry, government, the concerned public, the student, and the educators. The initiative must come from educators.

The other parts do not aspire to a take-over of education. But I believe they are ready to join forces. To fashion the new social structure for helping people grow up to work, school leaders must get off their dead aphorism concerned with cloistering learning apart from the world of work. Reform is a dangerous word to too many school and college people. But our society, whom ultimately we all must serve, asks for reform. We cannot sit still in this storm of public discontent toward education.

In conclusion, to set in place the new and larger function that I ask our private sector, including labor, to comprehend, I quote from a leader of business and industry, Donald MacNaughton, chairman and chief executive officer of the Prudential Insurance Company. He speaks for corporations:

> We must re-focus our view of the corporation and start thinking of it as a socio-economic institution rather than as an economic institution which has some incidental social responsibilities....
>
> The socio-economic concept of business is not a passing fad which will be joining the long list of management ideas which, over the years, go up like skyrockets and tend to come down just as quickly....If this happens, it will be one of the worst mistakes American business has ever made, because I am convinced that what is involved here is, in fact, a matter of survival.

Let us all take home with us from this extraordinary, perhaps once-in-a-lifetime gathering, a piece of Mr. MacNaughton's rock.

There were many, six years ago, who noted archly that career education was a passing fad - that its many predecessor attempts at reform - it, too, would pass. This meeting today is ardent witness to their error. But if, over the next five to ten years, we do our work well, there will no longer be a need to speak of career education. We will speak again of education - for it will have changed.